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| **Chd 205** | **Objective One: *Students will define self-regulation in young children and describe strategies that can be used in an early childhood classroom to aid children in their ability to self-regulate.*** | | |
| **Activity 205 A: Understanding self-regulation in young children**  **Resource:** READ the article*"Self-Regulation: Cornerstone of Early Childhood Development"*  Answer the following questions:  1. What is meant by 'external supports' as a child develops in his/her ability to self-regulate? 2. How does a child's temperament impact his/her ability to self-regulate? 3. Describe, in your own words, the term 'goodness of fit' and how 'goodness of fit' might aid teachers in selecting strategies to facilitate children as they develop their ability to self-regulate  **Activity 205 B: Understanding sensory processing**  **Resource:** READ: Handouts *Sensory Processing Disorder*; and *Strategies for…* (Lickey)  **Resource:** *Kids Included Together*  VIEW: Video online: *http://www.kitonline.org/html/training-individual/elearning-instructional-videos.html*    **Choose 1** **segment to view:** (i) *Implementing Visual Supports*; (ii) *Using Picture and Object Schedules*; (iii) *Accommodating Children Who are Over or Under Sensitive*; (iv) *Using Pictures to Enhance Activities;* (v) *Relaxation Techniques (School Age);* (vi) *Defining Expectations (SA);* or (vii) *Supporting Communication*  Describe the strategies that were being used in the video, and discuss how you could use these techniques in your own situation. Then, put it into practice and report back on your outcomes. | | | |
| **Criteria** | ***Accomplished*** | ***Emerging*** | ***Attempted*** |
| *1. Explains ‘external supports’ in terms of self-regulation* | Clearly describes ‘external supports’ with examples of child behavior | Explains the term ‘external supports’ | Some reference to the term and its meaning |
| *2. Explains temperament in terms of self-regulation* | Clearly explains different types of temperament with examples of child behavior | Explains what temperament means and refers to child behavior | Some explanation of temperament in young children |
| *3. Explains ‘goodness of fit’ in terms of self-regulation* | Clearly explains goodness of fit in selecting strategies for children; includes examples of child behavior | Explains the term goodness of fit; some references to child behavior and teacher strategies | Some reference to the term and its relationship to child behavior |
| *Reports on implementation of coping strategies activities with children* | Detailed report of implementation over time, with several examples | Report of implementation, with at least one example | Report of attempted implementation; some reference to practice |
| **Comments:** | | | |